

# **JORDANSTOWN SCHOOL**

*A specialist school for children who  
are deaf or visually impaired*

## **ANTI-BULLYING POLICY**

**February 2022**

<b>Title</b>	Anti-Bullying Policy
<b>Summary</b>	Guidance for all stakeholders regarding: definition of bullying; measures the School has in place to prevent bullying; the procedures for responding to allegations of bullying; roles and responsibilities of staff.
<b>Purpose</b>	To ensure an effective response to bullying by the whole School community
<b>Current Operational Date</b>	February 2022
<b>Version Number</b>	2
<b>Supersedes previous</b>	Yes
<b>Author</b>	C Scully, Principal
<b>Frequency of Review by Author</b>	Every two years or as required
<b>Frequency of Review by Board of Governors</b>	Every two years or as required
<b>Date last Reviewed and Approved by Board of Governors</b>	October 2019
<b>Next Review Date</b>	February 2024
<b>To be posted on School website</b>	Yes
<b>Date and version posted</b>	

## CONTEXT

Jordanstown School seeks to provide a safe and caring educational environment in which pupils have the opportunity to achieve their potential. All pupils have a right to be educated in an atmosphere in which they feel valued, secure and supported. They also have a responsibility to contribute, in whatever way they can, to the maintenance of such an environment. The values of the School emphasise respect for each individual and encourage tolerance and openness. By its nature, bullying is contrary to these values and is unacceptable.

This policy has been drawn up in line with current government guidance and legislation:

- Addressing Bullying in Schools Act (Northern Ireland) 2016
- Safeguarding and Child Protection in Schools – A Guide to Schools, Department of Education, 2017
- Education and Libraries (Northern Ireland) Order 2003
- Pastoral Care in Schools: Promoting Positive Behaviour, Department of Education, 2001
- Effective Responses to Bullying Behaviour, Department of Education, January 2022

## DEFINITION

Bullying includes (but is not limited to) the repeated use of:

- any verbal, written or electronic communication,
- any other act, or
- any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils. In this context, 'act' includes omission.

The School defines harm as:

- Emotional or psychological harm – distress or anxiety intentionally caused by scaring, humiliating or affecting a pupil's self-esteem.
- Physical harm – intentionally hurting a pupil including causing injuries such as bruises, broken bones, burns or cuts.

Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying.

## **AIMS**

The ethos of Jordanstown School is important in helping to address the issue of bullying and in minimising its incidence. However, bullying must also be addressed in more specific ways. Preventing and countering bullying require an awareness of bullying-type behaviour and a collective vigilance on the part of all members of the school community.

This Anti-Bullying Policy aims to:

- help in the understanding of what constitutes bullying-type behaviour;
- indicate approaches to preventing bullying and to responding to bullying-type behaviour.

### **1. Identifying Bullying**

Bullying can take different forms. The following are examples of different types of bullying behaviour:

- physical aggression, for example, through hitting, kicking, pushing or tripping
- interference with another's property, causing deliberate damage to that property, or theft
- verbal, for example, through racist, homophobic, transphobic or sectarian remarks, threats, name-calling or demeaning comments
- emotional hurt, for example, through isolating or excluding an individual from the activities and social acceptance of his/her peer group or spreading rumours
- intimidation and harassment, for example, through pressure from members of a group against an individual so that he/she feels uneasy or frightened
- using Information and Communications Technology to deliberately upset someone else, for example through mobile phone calls, text messages, postings on social media, sending picture/video clips via mobile phones, emails, chatrooms, instant messaging and websites. This is generally known as cyberbullying and is addressed specifically in the school's Anti-Cyberbullying Policy.

Staff receive training regarding identifying bullying, including signs of distress, poor attendance and other possible indications.

### **2. Repetition**

While repetition is internationally recognised as an important element in establishing bullying behaviour, there may be certain situations which arise in which the School does not require repetition for behaviours to be defined as bullying. For example, when bullying-type behaviour occurs through the medium of electronic communications, repetition can take place through the repeated viewing and sharing of a post, when the post has been posted once.

If hurtful behaviour has been seen only once, this does not necessarily mean that the element of repetition is not present, and therefore that a single incident cannot be an instance of bullying. A number of people may be aware of single incidents which together add up to a pattern. For this

reason, it is crucial that all members of the school community report even single or low-level concerns.

### **3. Motivation**

Bullying is often based on “difference”. This means that the pupil who displays bullying behaviour notices someone is different and turns them into a target because they are vulnerable. Pupils are particularly vulnerable to bullying because they are new to the school, or because of (this list is not exhaustive):

- ability
- age
- appearance
- Child Looked After status
- community background
- culture
- disability (related to perceived or actual disability)
- family circumstance (pregnancy, marital status, young carer status)
- gender identity
- peer relationship breakdown
- political affiliation
- pregnancy
- race
- religion
- sex
- sexual orientation

All decisions regarding allegations of bullying are evidence-based and only made after a fair and balanced consideration of all the facts which are available, including the severity of the incident, imbalance of power, or the use of electronic communications.

### **4. Preventing Bullying**

Each member of the school community has a role to play in helping to prevent bullying and in creating an atmosphere in which it is not allowed to develop. In Jordanstown School, action will be taken to seek to prevent bullying in the following ways:

- By promoting and maintaining an ethos which encourages consideration and respect for others and which is firmly based on the values of Jordanstown School.
- By educating pupils about the boundaries of appropriate behaviour towards others and addressing bullying and related issues through PDMU, Form time and Assemblies.
- By ensuring effective supervision of locations within School where bullying might occur and highlighting to pupils, with the support of parents, the importance of appropriate behaviour when travelling to and from school.
- By ensuring that pupils and parents are aware of the School’s policy on the use of mobile phones within School and on the use of the internet within School.

- By liaising with other agencies as appropriate, e.g. the Education Authority (including the Transport Service), the Autism Advisory and Intervention Service or the School Counsellors.
- By encouraging a strong sense of belonging to School through participation in extra-curricular activities.
- By having clear procedures for responding to allegations of bullying, which are kept under regular review.

## **5. Procedures for dealing with Bullying**

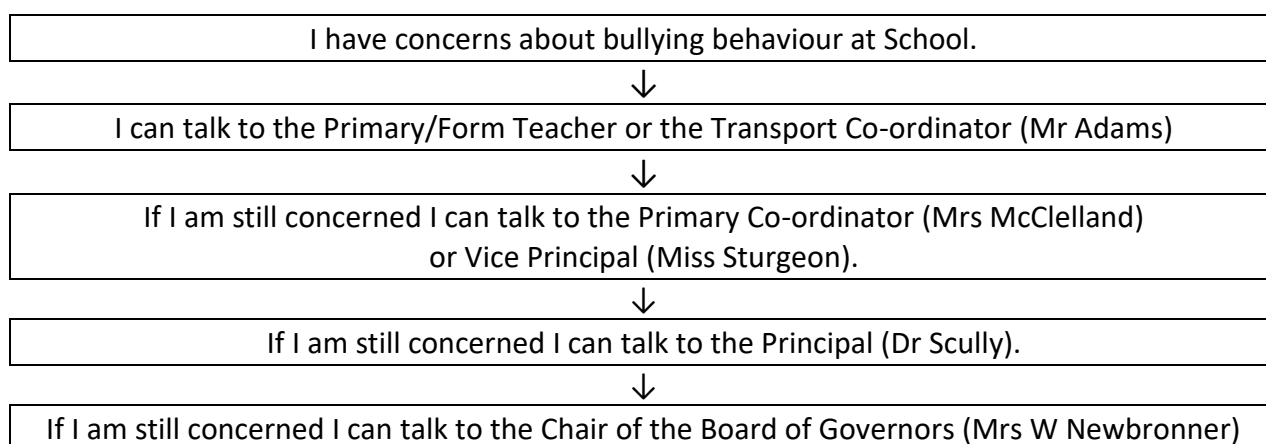
Bullying is unacceptable and a culture of openness is the best way to counter such behaviour. It is the responsibility of each member of the community – pupils, staff and parents – to report instances of bullying or suspicions of bullying, in the understanding that all such reports will be listened to and taken seriously.

In each instance, the priority should be that the pupil experiencing bullying behaviour feels supported and that the individuals displaying bullying behaviour are made aware that their behaviour is unacceptable and the bullying stops.

It is accepted that the precise action taken will vary from incident to incident. However, the broad guidelines below apply:

- Instances of bullying or suspicion of bullying (whether in school, at a school event or on a bus/taxi to/from school) should be reported by pupils, parents or other members of staff to the Primary/Form Teacher in the first instance. However, it is recognised that on occasion, the report may be made to the Primary Co-ordinator, Transport Co-ordinator, Vice Principal or Principal.
- The relevant staff will investigate, keeping contemporaneous notes. This is likely to involve staff speaking with pupils directly involved.
- Parents of all pupils involved will be contacted promptly.
- If necessary, referrals to outside agencies will be made.
- The pupil experiencing bullying behaviour will be given practical advice and support. Pastoral support, including counselling by the School Counsellor, will be offered.
- The situation will be monitored by the Principal to ensure the welfare of all pupils involved has been maintained.
- Teachers of the pupils involved will be informed so that they can contribute to monitoring the situation.

## REPORTING A CONCERN



Any person listed above may be contacted by telephoning the main School switchboard on (028) 9086 3541.

### 6. Recording Procedures

All alleged incidents of bullying behaviour will be carefully recorded by pastoral staff. The report should include:

- The nature of the alleged incident(s)
- Assessment of the concern i.e. is it bullying behaviour or other unacceptable behaviour? (The school's Positive Behaviour Policy outlines procedures for all unacceptable behaviour.)
- Where and when the incident(s) occurred
- Who was targeted by the behaviour and in what way did the behaviour present?
- The motivating factors/underlying themes
- The methods i.e. verbal, written or electronic or any combination of these
- Information about how the incident was addressed i.e. the support and interventions for both the pupil(s) experiencing bullying behaviour, and the pupil(s) displaying bullying behaviour
- A review of bullying concerns and actions

All alleged incidents of bullying behaviour are forwarded to the Principal who will keep an overview, track incidents of bullying behaviour, and look for patterns of bullying behaviour. The Bullying Concern Assessment Form provided by the Department of Education in line with the advice of the Northern Ireland Anti-Bullying Forum (see Appendix 5) will be used for this purpose. Consideration will be given to the need for a Risk Assessment and Risk Reduction Action Plan.

The full report will be stored in the pupil files.

## 7. Responses to Bullying

The welfare needs of all children and young people are paramount and pupils' needs, whether the pupil(s) experiencing bullying behaviour, or the pupil(s) displaying bullying behaviour, need to be separated from their behaviour. A range of responses may be used in dealing with instances of bullying. The response(s) to be used will depend upon the severity and persistence of the bullying.

When bullying concerns are identified, the staff of Jordanstown School will work in a restorative way to achieve the necessary change i.e. it is intended that the person responsible will learn from what has happened and will change his or her behaviour. Education and awareness-raising are effective ways of challenging bullying behaviour and encouraging individual pupils to take responsibility for their own actions. These may include: restorative conversations, a programme of mentoring and monitoring, calming strategies, counselling or referral to an outside agency. Class activities and Assemblies may also be used more generally for this purpose.

In addition, sanctions, in line with the Positive Behaviour Policy, to be considered are:

- a. Verbal reprimand from Primary/Form Teacher, Primary Co-ordinator, Vice Principal or Principal
- b. Requirement of an apology made in an age- and SEN-appropriate manner
- c. Withdrawal of a privilege for a period of time
- d. Removal from circulation during break and/or lunchtime for a period of time
- e. Removal from main class for 1:1 supervised learning for a period of time
- f. Suspension, which may precede permanent exclusion

Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information events, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

This Anti-Bullying Policy has been drawn up in consultation with pupils through the Pupil Council, teaching and support staff, parents and members of the Board of Governors. Data in relation to behaviour is analysed in relation to other associated data, such as attendance, performance, SEN and Child Protection in order to promote and sustain a safe, effective learning and teaching environment for all. The Anti-Bullying Policy is kept under review.



## **Appendix 1 RELATED POLICIES**

- Anti-Cyberbullying Policy
- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- eSafety and Acceptable Use Policies

## **Appendix 2 SIGNS and SYMPTOMS**

The following signs MAY suggest that a pupil has been bullied and that the situation warrants investigation:

- Unwillingness to attend school or truancy
- Anxiety about travelling to and from School
- Underachievement
- Loss of concentration/enthusiasm/interest in school or changed behaviour
- Repeated non-specific requests for medical attention – headache/stomach ache etc.
- Unexplained changes in mood especially before returning to school after holidays or weekends
- Physical signs of anxiety – stammering/nightmares/sleep difficulty/loss of appetite/nausea/withdrawal
- Physical bruising/torn clothes
- Loss of self-esteem/confidence/mood swings
- Books torn or destroyed or missing possessions
- Reluctance to say what is wrong

### **Appendix 3   ADVICE FOR PUPILS**

The School encourages pupils to:

- Know and understand what bullying means and the consequences of bullying-type behaviour
- Be active, not passive: speak out/tell about/report incidents of bullying
- Listen to, support and help bullied pupils
- Develop a range of assertiveness strategies to use in the event of a bullying situation
- Take personal responsibility
- Take collective responsibility
- Develop loyalty to School and the pupils within it
- Know who to talk to in School:
  - Primary or Form Teacher
  - Transport Co-ordinator
  - Primary Co-ordinator
  - Vice Principal
  - Principal
  - Any other Teacher or Classroom Assistant
  - The School Counsellor
  - Any other member of staff or Speech and Language Therapists
- Know that if they are being bullied, it is not their fault
- Be aware of support services out of School:
  - Childline 0800 1111
  - Lifeline 0808 808 8000

### **Appendix 4   OTHER SUPPORT SERVICES**

Pupils and parents can contact the following organisations for information and support:

- The Northern Ireland Anti-Bullying Forum, c/o NCB NI, The NICVA Building, 61 Duncairn Gardens, Belfast BT15 2GB  
Telephone: 028 9087 5006
- National Bullying Helpline: 0300 323 0169. They also have helpful information on their website: <https://www.nationalbullyinghelpline.co.uk/>
- RNIB Helpline: 0303 123 9999
- The National Deaf Children's Society, who have helpful information on their web site: <https://www.ndcs.org.uk/information-and-support/education-and-learning/bullying-and-deaf-children/>

## Appendix 5: Bullying Concern Assessment Form

**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

<b><u>PART 1 - Assessment of Concern</u></b>		Date:	
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <p style="margin-left: 40px;">(a) <i>any verbal, written or electronic communication</i></p> <p style="margin-left: 40px;">(b) <i>any other act, or</i></p> <p style="margin-left: 40px;">(c) <i>any combination of those,</i></p> <p style="margin-left: 40px;"><i>by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.</i></p>			
	<b>Name(s)</b>	<b>Gender</b>	<b>DOB/Year Group</b>
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
<b>Check records for previously recorded incidents</b>			

**Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: <b>The school will treat any incident which meets these criteria as bullying behaviours.</b>	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

### One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
<b>Criteria:</b>	<b>Information gathered:</b>
Severity and significance of the incident	
Evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criteria have not been met and bullying behaviour has not occurred.</b>
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ____/____/____	

### PART 2

<p><b>2:1 Who was targeted by this behaviour?</b></p> <p>Select one or more of the following:</p> <p><input type="checkbox"/> Individual to individual 1:1      <input type="checkbox"/> Individual to group      <input type="checkbox"/> Group to individual</p> <p><input type="checkbox"/> Group to group</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**2.2 In what way did the bullying behaviour present?** Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- Any other physical contact which may include use of weapons)
- Verbal (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours)
- Social (includes group manipulation, individual manipulation, controlling behaviour)
- Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- Electronic (through technology such as mobile phones and internet)
- Written
- Other Acts (please specify): \_\_\_\_\_

**2.3 Motivation (underlying themes): this is not a definitive list.** Select one or more of the following:

- Ability
- Age
- Appearance
- Child Looked After (CLA)
- Community background
- Cultural
- Disability (related to perceived or actual disability)
- Family Circumstance (pregnancy, marital status, young carer status)
- Gender Identity
- Peer Relationship Breakdown
- Political Affiliation
- Pregnancy
- Race
- Religion
- Sex
- Sexual Orientation
- Not known
- Other \_\_\_\_\_

**Part 3a**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:**

**Pupil Name:**

**Year Group/Class:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent/ carer informed:**

**Date:**

**By whom:**

**Staff Involved:**

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcomes of Intervention</b>	<b>Review</b>

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carers:**

**Other Agencies:**

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

**Part 3b**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:**

**Pupil Name:**

**Year Group/Class:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent/ carer informed:  
whom:**

**Date:**

**By**

**Staff Involved:**

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Type of Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcome of Intervention</b>	<b>Review</b>

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carers:**

**Other Agencies:**

Continue to track interventions until an **agreed** satisfactory outcome has been achieved



**PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE (TO BE COMPLETED FOR EACH PUPIL INVOLVED)**

Date of Review Meeting:

**4a- Following the Review Meeting, to what extent have the success criteria been met?**

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

---



---

**Part 4b- If the success criteria have not been met, continue to:**

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

**Agreed by:**

<b>School</b>	<b>Signed:</b> <b>Date:</b>
<b>Parent</b>	<b>Signed:</b> <b>Date:</b>
<b>Pupil</b>	<b>Signed:</b> <b>Date:</b>